

The Integration of Medical Humanities into College English Teaching

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Abstract: Guided by the constructivism theory, this paper, through the discussion and analysis of the college English curriculum setting and college English teaching, makes it clear that college English teaching has played an important role in the humanities education in our university. By exploring medical humanities integrated into college English classroom, it helps to improve the students' enthusiasm in English learning and their understanding of their professional ethics. The aim is to establish the medical humanities teaching mode in accordance with the actual situation of the school- the combination of students professional knowledge training and humanistic quality education and to train more medical talents with strong professional skills and noble moral values for the society.

1. Introduction

Professional ethics and spirits can be traced back to ancient times, as the father of medicine-Hippocrates stated in his *Hippocratic Oath* or *The Oath of Medicine* "That you will be loyal to the Profession of Medicine and just and generous to its members. That you will lead your lives and practice your art in uprightness and honor." Doctors should own the qualities of selflessness, devotion and kindness. So it has become key points for higher education to cultivate professional talents with humanities knowledge, which is more urgent for medical universities. College English courses of medical colleges become the important platform and channel to implement medical humanities education. *College English Teaching Guidance* in 2017, explicitly pointed out that college English owns the double attributes of both instrument and humanism, which means that college English teaching undertakes the mission of the humanities education[1].

2. Purpose and Significance of the Research

2.1 Research Background

Most medical students are optimistic and positive towards the life and their future profession and also can realize the importance of cultural knowledge for themselves. They have known the responsibility and mission on their shoulders and have certain professional awareness and professional moral accomplishment. But at the same time there is also a weak professional emotional lack in benevolence and communicative abilities. There are many reports about the bad doctors-patients relationship. Medical colleges and universities shoulder the burden of cultivating and transmitting medical students with excellent medical skills and noble medical ethics for the society. Therefore, the professional technology education and humanities education should be stressed equally and simultaneously.

However, for a long time, under the influence of the biological medical model, medical college education has been focused on the basic medical education and clinical medical education, emphasizing the technical education and ignoring the humanistic education. There exist a lot of problems in college English teaching in medical colleges and universities, for example, in the students basic learning phase, professional courses occupy most of the students' learning time, causing them difficult to have plenty of time to learn English. The students' learning enthusiasm is not very high. Many students admitted that college English learning was just helpful for their pursuing jobs and had nothing to do with their future work especially their clinical operation.

There are many reasons that students lack the motivation of learning English, including the

popularity of modern network, so the teachers' teaching is no longer the only source of students' access to knowledge. The teaching content of College English is just an extension of the high school in a certain sense and the focus of teaching still lies in the understanding of words and sentences, which lack deep mining of the theme. Students just consider college English as a compulsory subject and have nothing to do with their future career.

2.2 Research Objectives

The humanistic quality of medical students has its own professional characteristics, that is, with medical ethics as the core, with extensive humanistic knowledge, with the humanitarian spirit of saving lives and helping the wounded. Medical students should have the consciousness of medical service, good at communicating with people and can cooperate well with others in the teamwork. College English as a compulsory course for undergraduates in medical colleges, runs through the whole two years learning process. The teaching materials of College English itself contain rich humanistic thought and a wide range of humanities knowledge, involving various aspects of the outlook on life, values, professional ethics, education and so on[2]. The study utilizes the course of College English to explore how to improve the humanities and medical humanities feelings of medical students in the process of English teaching. Through the coordination of teachers, students and various elements of textbooks and the combination the professional English language skills with medical professional knowledge, the humanistic quality training mode will be established in accordance with the future career characteristics of medical students. More medical talents with high medical skills and good humanistic quality will be cultivated for the society.

2.3 Research Significance

This paper aims to cultivate the humanistic quality of medical students, and combines the learning needs of medical students with humanistic knowledge. It not only expands the cross-language and cultural ability of medical students, but also runs through the concept of humanistic spirit cultivation in the teaching process.

Through the network learning platforms, students can have the learning opportunities to explore knowledge fully. Combining classroom learning and autonomous learning, it can deepen students' understanding to the problem of culture and the humanities knowledge, and then improve the students' dialectical thinking ability. The enthusiasm of medical students for English learning can also be improved and set up the medical professional ideal and pursuit.

College English should always adhere to cultivate medical students' feelings of healing patients and the abilities of language communication. New methods and new ways will be explored in the medical colleges and universities in the pursuit of humanistic quality education. In practice medical students will be cultivated with professional English ability to solve the problems of medical work. Through the coordination of teachers, students and teaching materials, English education with the combination of humanistic quality education will be established-humanistic quality training mode under the framework of English. At the same time, it can also deepen the higher foreign language education reform oriented by quality and connotation construction, and strengthen the construction of college English as humanities courses and the construction of teaching staff.

3. Research Process and Findings

3.1 Research Methods and Research Objects

The subjects of this study are the experimental group of 2018 students majoring in stomatology and the control group of 2019 freshmen of parallel classes. Guided by the constructivism theory and combining with the actual situation of students in our school, this research adopts a variety of teaching methods to explore a new mode of cultivating medical students' humanistic quality driven by ESP background. The earliest constructivism theory can be traced back to J.Piaget in Switzerland, who believed that learners gradually construct knowledge about the external world in the process of

interacting with the surrounding environment, so as to develop their own cognitive structure. So through the interaction between students and the teachers even the teaching materials, students can build their own learning system.

3.2 Research Process

The textbook of The New Horizon College English is chosen as the main teaching materials in our school, in which the theme of every unit is distinct and rich in humanistic spirits and connotation. College English teachers can dig completely the teaching materials about the natural relationship between man and society and humanities in medicine and human nature, from the different perspectives and different dimensions considering the learners' different levels and interests. Combining language learning with cultural infiltration will definitely cultivate medical students' attitudes towards the emotional world views such as values into language courses, cultivate the students' reading comprehensive ability and enrich their knowledge in the learning materials of linguistics ideological and interests, so that they can understand the cultural connotation while learning English, improve learners' language comprehension and application ability, and internalize their cultural accomplishment and spiritual realm. At last they can become more perfect quasi-medical staff.

According to different themes of each unit, teachers can use editing software to clip film and television information rich in cultural connotation related to this unit and upload the audio clips to the QQ group. Before the class, students can select the appropriate time for self-study and also can choose the materials to suit their own level.

In the classroom teaching activity, teachers can explain and analyze the main problems of students' online homework, and guide students to carry on the exploratory study concerned with the important and difficult points in the text, in hope to master the expression differences between Chinese and English and improve the ability of using language.

After class, writing on the relevant topic can effectively transfer the language ability to develop insights into the problem, and insight can deepen the thinking of medical students towards human's survival conditions. Cultivating the students' intercultural sensitivity with international vision, and expressing their opinions in English, sending out the voice of China, this is also the important connotation of humanistic education in foreign language. [3]

3.3 Research Findings

According to the views of constructivism theory, knowledge is not obtained from teachers' teaching, but from learners using the necessary learning materials, in certain situations of the social and cultural background, with the help of others including teachers and learning partners, through the way of meaning construction for the model of learning materials before class. This can give students fully experience learning, inquiry learning opportunities, which is the foundation of students knowledge building.

With the help of the network learning platform, the information and contents that students access to learning materials before class is larger than the information and contents of traditional classroom. Therefore, the pre-class learning cannot be equal to the pre-class materials under the traditional classroom, which contain not only book knowledge, but also network text knowledge and videos [4]. Through observation, learning before class can obviously relieve students' pressure in the classroom. The phenomenon is reduced that the students dare not speak for fear of errors, and the students can provide their own point of views, even a lot of original ideas in some related topics, which helps develop the students' cultural consciousness, form the correct outlook on life, values, and contribute to the cultivation of medical professional moral ethics. After class, medical health reports and movie clips related to the subject can cultivate students' ability to analyze questions from multiple perspectives, to form the dialectical thinking ability and be good at the perspective-taking when meeting with a problem.

After class, the language practice and drills of English expression will lay a good foundation for students' intercultural communication. In this way, oral expression can be exercised for students, so that students can learn to listen to others and express their own opinions. It can improve their

abilities of comprehension, thinking, distinction and expression, laying a foundation for good doctor-patient communication in the future.

4. Conclusions

College English teaching integrated into medical humanities can not only bring humanity knowledge to students, but also has a certain role in improving the students' English learning enthusiasm. Medical humanities education aims to cultivate the students' humanistic spirit of medical humanities through humanities knowledge education, moral influence, and accomplishment and shape the correct values of medical ethics, respect the life to protect the professionalism and moral sentiment of life. Medical colleges and universities shoulder the heavy burden of sending medical students equipped with excellent medical skills with noble medical ethics to the society. Therefore, professional and technical education and humanities education should be paid equal attention to. English teaching integrated into humanistic knowledge can broaden students' vision and make them realize the professional sense of responsibility and mission, which also highlights the function of humanities curriculum in college English teaching, accord with the needs of the current course construction of college English teaching.

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